

## *Welcome to Our Schools* Curriculum

The CCSD ELL Division is grateful for the generosity of The New York State Office of Temporary and Disability Assistance for providing us the rights to share their *Welcome to Our Schools* curriculum with our teachers. This curriculum was developed for New York Teachers of Refugee students. With this in mind, there are a few lessons that we will be offering adaptation suggestions to address the needs of Newcomer students living in Clark County.

When deciding what modules to teach, keep in mind who your students are and what they need to learn about being in a U.S. school. As they state in their materials, “Instructors should review the Modules and select the materials that would be most relevant to the refugee students (CCSD Newcomers) enrolled in their school system, and most useful when designing lesson plans and classroom activities.” Also, you may have English-speaking students who do not qualify as ELLs who could benefit from the acculturation pieces of this curriculum. A student coming from England speaks a different English and can experience culture shock as they begin living in the U.S. Please use these materials, as they seem appropriate for these students as well.

Please review pages 4-8, Background for Instructors. As you read any of these materials, remember that the authors are in New York, and programs mentioned do not align to CCSD programs. Reading considerations are also attached for you to review before reading each module. We are providing these materials as a starting point for you to be able to develop lessons to meet the acculturation needs of your Newcomer students. Thank you for looking at these materials. The CCSD ELL Division welcomes your feedback on this curriculum as we are offering it to our schools for the first time this year. If you have any questions or need additional supports for your Newcomer students please reach out to our Division at (702) 799-2137. Also, please look at the materials and links specifically provided to address newcomer needs found on our website at [ell.ccsd.net](http://ell.ccsd.net). Most schools have an ELL Student Success Advocate. These staff members receive additional training from the ELL Division and can also act as a resource for you.

## CCSD CONSIDERATIONS

### Module 15: Staying Safe

#### In this reading...

When it says ...	Think...
refugee	newcomer
Refugee Academy	school site
academic coach	mentor

- Remove vocabulary: snow day (although we did have one in the 10 years)
- Consider removal of lesson on being home alone.
- Skip page 15 and section “New York State Resources” on page 19.
- Visit <http://ccsd.net/students/bully/> for more information on CCSD Bullying Policy.
- In this lesson, “Is Someone Being Hurt” the potential for personal information on danger and mistreatment is a possibility. Please review Regulation 5152:  
<https://www.leg.state.nv.js/App/NELIS/REL/79th2017/ExhibitDocument/OpenExhibitDocument?exhibitId=29070&fileDownloadName=Sb287%20Clark%20County%20School%20District%20Regulation%20R-5152.pdf>

# WELCOME TO OUR SCHOOLS



**BUREAU OF REFUGEE AND IMMIGRANT ASSISTANCE**

**NEW YORK STATE OFFICE  
OF TEMPORARY AND DISABILITY ASSISTANCE**

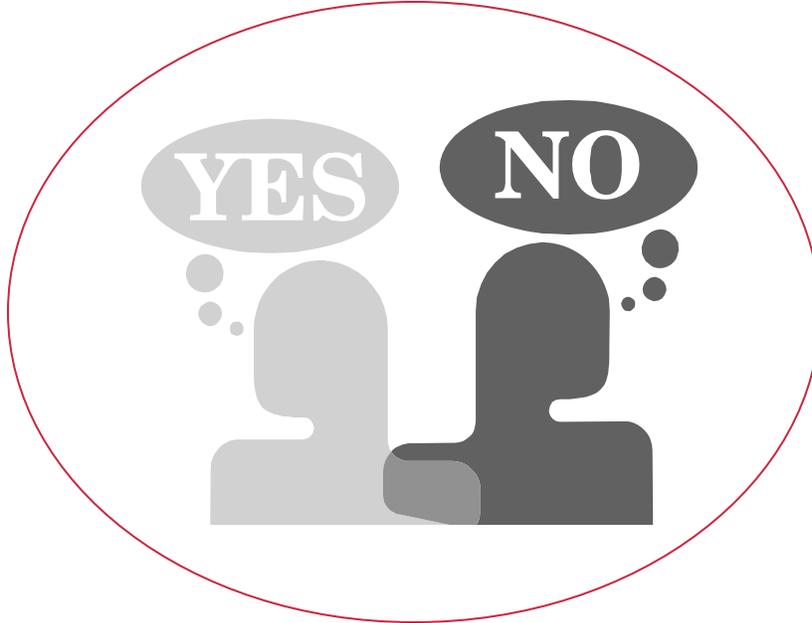
**REVISED 2011  
ANDREW M. CUOMO, GOVERNOR**

The Refugee School Impact Grant (RSIG) *Welcome to our Schools*, which includes Refugee Academy and Mini-Academy Curricula, Parent and Professional Development Programs, a Guide to Academic Coaches, a Guide to the Videos, and the videos *Refugee Student Interviews*, *Refugee Parent Interviews*, *A Day in Elementary School*, *A Day in Middle School* and *A Day in High School*, was developed by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance (OTDA/BRIA).

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# MODULE 15

# STAYING SAFE

## MODULE 15: Staying Safe



### PURPOSE

The purpose of Module 15 is to inform students about safe alternatives to harmful activities that may be occurring in their schools and neighborhoods.

### OBJECTIVES

*Students will:*

- Learn anti-bullying strategies
- Learn strategies for saying *no* to drugs, alcohol, and cigarettes
- Learn how to become involved in school activities that are rewarding and safe
- Learn how to identify and connect with trusted adults



### SUPPLIES

#### **Say Something**

By Peggy Moss

#### **Display Pictures:**

*Feeling Hurt*

*Hiding Hurt*

*Landing*

*Looking Out*

**Tennis ball** or small object (Activity #2)

#### **Handouts:**

*Zero Tolerance*

*No Bullies Allowed*

*Join the Activity Fair*

*Home Alone*

*Home Alone Safety*

*Tips*

*After School*

*Feeling Hurt*

*Hiding Hurt*

*Landing*

*Looking Out*

*Bully*

*Friends!*

*Here's What I Did!*



## MODULE 15: Staying Safe

### VOCABULARY

#### Elementary and Secondary Vocabulary

Activity	Club
Say no	Home alone
Harm	Supervise
Drugs	Responsible
Alcohol	Holiday
Cigarettes	Snow day
Tease	Neighborhood
Harass	Snacks
Bully	Exercise
Put-down	Homework
Picked on	Nap
Afraid	Safety
Knife	Hurt
Gun	Duck
Weapon	Sad
Graffiti	Clues
Treat	Don't tell
Tap	



## Key Points – Staying Safe



1. ***Students will face decisions about negative activities in school, and can learn realistic strategies for saying “no” to harmful activities.***

Refugee children can be among the most vulnerable students in the school, especially if they have not learned English and have experienced trauma prior to enrolling in an American school. They are often lonely and anxious to make new friends and blend into their new communities. They may have heard stories about some of the possible negative aspects of American schools and assume that they have to behave the same way, not realizing that all schools are different and all American students do not participate in unsafe activities. Refugee students may join in any activity that confronts them because they want to fit in, without recognizing that they have many choices about how to spend their time.

Unfortunately, there are peers and adults in their communities who take advantage of the vulnerability of refugee students, for the purpose of doing harm. The harm can be done by teasing or bullying, or by supplying drugs, cigarettes, and alcohol, or by pressuring students to join in gangs and illegal activities. For refugee students who often cannot determine who is their true friend and who means them harm, the results can be unhealthy and dangerous.

For some refugee students, drugs, gangs, violence, and other harmful activities may be a significant presence in their schools and the surrounding community. As the students try to adjust to the demands of a new school in America, they also try to navigate the challenges of a community that may be unsafe.

It will be difficult for instructors to address topics such as bullying, drugs, and alcohol during the Refugee Academy and Mini-Academies. Not only are the topics complicated and difficult to cover effectively in a limited amount of time, but instructors may not be trained or authorized to teach the subjects. In addition, discussion of the topics may offend families of refugee students.

*Module 15: Staying Safe* addresses the theme that runs through all of the sensitive topics: how students can identify what may do them harm, and strategies for resisting involvement in harmful activities. The extent to which the instructors delve into the specifics of these sensitive topics will depend on the school district policies and programs, access to trained staff, receptivity of the parents, and the amount of time available to cover topics in detail. No matter what the topic and level of detail, **the message to refugee students should be that there are effective ways to resist getting involved in activities that will do them harm.** For example, the school district may already participate in the anti-drug DARE (Drug Abuse Resistance Education) program, and instructors can become involved in guiding refugee students through the DARE activities. Or the Health program may routinely include information about bullying in its curriculum and the instructors can reinforce the information

provided in class. But even if those programs are not available, the instructors can teach the refugee students that they can say **no** to negative activities and that there are specific strategies that will help them to stay safe.

The activities of *Module 15* stress the importance of learning how to say **no** in ways that are useful and realistic. For refugee students, this learning process may be frightening because they may not be familiar with the issues. They may have been told information about American schools that is frightening to them. Or they may feel that if they do not give in to the peers who pressure them, harm will come to themselves or their families. Refugee students need to be aware of the realities of the negative aspects of school, and need to be prepared to resist.

It is essential that instructors consult with colleagues, including guidance counselors and local law enforcement, to determine the issues that may confront the refugee students, the policies and procedures of the school district, and the resources and means of support available to students who do say **no**.



**2. The most effective way for refugee students to resist involvement in unsafe activities is to become involved in supervised activities.**

It is well documented that students who are busy in supervised activities, particularly right after school, are less likely to become involved in unsafe activities. They develop friends, build self-confidence, learn safe ways to spend their time, experience role models and mentors, and expand their skills and interests. A positive adult presence can influence student decision-making, and provide emotional support to participants in extracurricular activities.



For many refugee students, the opportunity to participate in after-school and community activities is a new concept. They may not know that programs exist. They may not know what it means to participate in sports programs, art classes, clubs, museum visits, and other activities that are established beyond the school day. They may be aware of the activities, but unaware of how to pay for them, obtain the uniforms, learn the rules, use the tools, and other aspects of extracurricular programs that they will need to know. They may feel that they are not welcome at activities sponsored by community agencies and religious groups, and are unfamiliar with terms such as “club” or “retreat” or “tournament.” Most significantly, they may hesitate to enroll in a program because they have not met any of the students and are afraid to step into a new activity with people they do not know.



As a result, refugee students may shy away from activities that go beyond the daily requirements of school. In spite of the efforts of adults to encourage refugee students to join a club or try out for a team, the students may be busy concentrating on learning English and comprehending their new school environment. Older students may be focusing on blending in so that they feel that they belong and do not make any embarrassing mistakes. Every day is a challenge, and joining something new is often an overwhelming concept.

Many refugee students also have complicated family arrangements and responsibilities. They have child care supervision and part-time jobs, or parents who are most comfortable when the students come straight home after school. Some students are safer if they are able to get home immediately after school, instead of walking or taking transportation later in the day.

All of these issues must be addressed by instructors as they recommend to students that they become involved in extracurricular activities. Telling refugee students that it is healthy for them to be busy will not convince them that they should try something new. Their entire day is new, even if they have been enrolled in an American school for some time.

There are **strategies that instructors can employ** to encourage students to seek out extracurricular activities.

- The first step is to gather information about *all* available programs, even if some of them are routinely promoted by the school.
- The next step is to inform students about their options by connecting the information to student interests.
- The crucial third step is to tackle the process of overcoming student concerns and fears and facilitating enrollments.

*Module 15* provides activities for paving the way to student involvement in extracurricular activities. Instructors should prepare for the activities by contacting athletic directors, coaches, club supervisors, local religious groups, and community centers and gathering information and the names of potential speakers. Students who participate in the extracurricular activities should be invited to meet refugee students and share their experiences. (See *Module 7: Interests and Talents* in the **Refugee Academy Curriculum**).

As instructors are introducing information about the realities of harmful activities (e.g., drugs for sale on the street, alcohol available at parties) it is important to immediately introduce alternative, positive activities. After the instructor discusses the possibility of students being offered drugs, alcohol, or cigarettes, the instructor should immediately discuss how the students can avoid settings where those negative activities might occur, or how to avoid students who are interested in doing harm to other students, emphasizing the importance of joining extracurricular activities. Specific programs should be identified that have positive, safe activities, and that have enrolled students who are interested in staying safe and healthy. But most important, the *process* of getting involved should be emphasized.

**Typical questions** that should be addressed are:

- How do students join?
- Where do they go and what will happen when they walk in the door?
- Who else is there?
- How will other students react when they join?



- Is it expensive? (Many programs have sliding scale enrollment fees.)
- Where do they get the equipment?
- What if they don't have the skills?
- What if they don't understand what is going on?
- What if they can't go to every meeting or event?
- How will they get there? How will they get home safely?

The instructor should work closely with Academic Coaches, guidance counselors, and extracurricular supervisors to plan a specific program for each refugee student in the program. Interests and schedules will vary, but unless individualized attention is given to the enrollment process, refugee students will tend to find themselves with idle time, thus increasing their vulnerability.



**3. Refugee students are encouraged to confide in a trusted adult if they are concerned about unsafe activities.**



Should I tell an adult?

This question comes up every day for many students in school. They witness something unsafe or illegal, hear rumors that are of concern, experience an event that is disarming, or feel pressured to join in an activity that is unsafe. For refugee students, the question of whether to tell an adult is especially confusing. They are working hard to fit into their new environment, and do not want to call any more attention to themselves. They quickly figure out which students have leadership roles, who has allies, and who is treated poorly. Eventually they figure out that their fellow students do not always think that reporting to adults is the best approach to solving a problem.

In *Module 15* the students are informed in every activity that they should not hesitate to talk to a “trusted adult” about concerns about unsafe activities. However, the realities of reporting to an adult should be recognized so that students understand how to approach adults and what might happen when they do.

It is not easy for students to talk to adults during a busy school day. It takes awhile for refugee students to figure out who they feel comfortable with, and who might react in a supportive manner. They may not know who their “trusted adult” can be. Since the repercussions of telling an adult (often regarded as *snitching* by peers) can be frightening, students often determine that it is better to say nothing. If they have become involved in unsafe activities such as the use of alcohol or participation in gang activity, they might not know how to disengage and may believe that adults will just make the problem worse. They might be embarrassed, afraid of the reaction of their parents, or confused about how to get help.

At the same time, there are refugee students who become involved in unsafe activities because it makes them feel as if they belong. If they are included in a group, regardless of the activities of that group, they feel as if they have a “family,” a source of friendship and support. They may feel important because they have been invited to participate and make a contribution to the group, even if the contributions are unsafe or illegal. They may think that they have been included in a group that is respected and admired, either because the other students tend to regard the group with respect, or because the group spins that message to new members of the group.

For some refugee students, becoming involved in unsafe activities just means that they are fitting in. Talking to adults about their activities is definitely not considered acceptable.

It is important to inform refugee students in the Refugee Academy and Mini-Academy that their first responsibility is to look out for their own personal health and well-being. They will be surrounded by adults and peers who will care about their welfare, but the choices that they make about how they use their time will ultimately be up to the students themselves. **The refugee students should be told specifically about what is unsafe and the repercussions of becoming involved in activities that are unsafe.** They need to know that if they are pressured (or tempted) there are adults who will guide and support them.

However, it is not enough to just tell students that they should report any concerns to an adult. The students will soon figure out that there are some adults who focus on punishment. They will know that there is pressure by peers to stay quiet. Instructors should recognize the realities of the pressures, and inform students about how they can seek out assistance from an adult when they feel that their safety, or the safety of their peers, is at risk.

Instructors in *Module 15* should involve guidance counselors, social workers, Academic Coaches, English as a Second Language teachers, school safety directors, law enforcement officials, and principals as they prepare to discuss with students:

- The specific adults who are prepared to listen to student concerns
- Where and how these adults can be reached, especially if the problem is urgent
- How confidentiality will be handled by adults
- What steps adults may have to take to resolve a problem
- What is already being done

*Module 15* is about how students can find alternatives to unsafe activities. At the same time, students need to know that trusted adults are readily available and willing to help.

## BACKGROUND: REFUGEES AND BULLYING

### **What is considered “bullying”?**

Any behavior that is deliberately intended to hurt, threaten, or frighten another person or group of people is considered bullying. It is usually unprovoked and persistent, often continuing for a long period of time. Bullying is not always visible to others and can be verbal, emotional, and physical in nature. Bullying may appear on the surface to be about anger and hostility, but it is based on the desire to have power and control over someone who is vulnerable.

### **Who are the targets of bullies?**

Since bullying is about power and control, any student who appears to be vulnerable can be a target. Bullies tend to focus on students who are “different” in color, dress, race, behavior, mannerisms, size, physical appearance – and so forth. If the student tends to be timid, withdrawn, and/or anxious, then bullies will zero in on that student. The more the target is visibly affected by the bully, the more the bullying tends to escalate.

Refugee students can become prime targets of bullies because they are often different in appearance and behaviors, may not be able to express themselves clearly, and can appear shy and confused.

### **What is “verbal” bullying?**

Bullying can be physical (hitting, punching, poking, tripping, etc.) but it can also be verbal teasing and harassment. Examples are name-calling, threatening comments, insults, teasing, and mocking – as well as nuisance phone calls, spreading rumors, and written texts, e-mails, photos (including "sexting"), and Facebook entries (referred to as "cyberbullying").

### **What is “emotional” bullying?**

Emotional bullying can involve leaving a targeted student out of activities, openly ignoring a student (or including them only to torment and tease), or purposefully setting up a student to be embarrassed. Any type of bullying can result in students feeling alone and helpless, distraught, physically ill, or depressed.

## **Who are the bullies?**

Bullies can be any students in the school, although the image is that bullies tend to be students who are physically bigger than other students and/or have social status in the school.

Bullies are seeking power and dominance. They like control of the situation. They may not be physically stronger, but feel stronger if they bully verbally or conduct anonymous cyberbullying.

But bullies are not born to bully. There is usually something happening in their personal lives that may cause bullies to take out their anxieties and anger on someone who is vulnerable. If they are struggling with school, have a difficult life at home, or are abused or bullied themselves, they may tend to unload their emotions by hurting someone else.

They may feel threatened if their status is tenuous, so they rally their peers to join them in hurting others. In turn, they get attention – even respect – because they appear to be powerful and in control. They appear to disregard rules and consequences.

It is important to remember that most students who bully are hurting. They do need to experience the consequences of their actions, but they also need specific strategies on how to handle their emotions in a more positive manner.

Students who bully do not automatically know how to change their behavior. They may not even understand the emotional damage that they are causing. In many cases they have never been taught how to treat others with kindness and respect.

They need guidance in how to maintain peer respect while eliminating the bullying. They need opportunities to share their emotions in a safe environment, through counseling and peer support groups. Educators can combine discipline with guidance so that the bullying stops.

## **What is unique about bullying and refugee students?**

In some schools, refugee students are “easy” targets for bullies because refugees are often different in appearance and behavior. Cultural differences in dress, foods, family traditions, gender roles, and hygiene can cause some refugee students to be noticed and become targets.

Refugee students may not understand that they are being bullied. They may not understand verbal teasing and insults because of language comprehension issues. They may have had traumatic experiences in their home country and do not recognize that the hateful actions directed toward them are unacceptable in American schools.

As refugee students negotiate between two cultural worlds, they may conclude that bullying is a normal way of life in the United States.

In fact, they may tolerate bullying because they are used to being treated poorly in their home countries. Past experience may have taught them to stay invisible and not complain. As a result, they may silently tolerate harsh treatment from bullies.

These students may be used to fighting back to protect themselves or to save lives, so they continue to fight if they are bullied. They may be acting on instincts that were honed under harsh conditions in their home countries. They may lash out because they are distrustful, angry, or grieving. For some refugee students, bullying can trigger post-traumatic stress symptoms.

Refugee students can become bullies themselves, join groups of students who bully, or become members of gangs. They may feel as if they are part of a family or support group, even though that group is causing harm to other students.

Some refugee students maintain negative opinions that are learned in their home countries about other ethnic groups. These opinions are later translated into acts of bullying behavior in their American school.

It is important for educators to keep in mind that many refugee students already feel isolated and vulnerable. They may be the primary source of information and support for older family members who are struggling to adjust to a new country. They often cannot turn to parents and other adults within their family for guidance.

When they are experiencing bullying their choices seem to be that they can decide to put up with the bullying, fight back, initiate the bullying to seize control, or try to find someone they trust who can understand and protect them. Any of these choices can cause anxiety. Struggling with these decisions can inhibit their adjustment within the new school environment.

If refugee students wish to tell an adult about what is happening to them, they may not know what to do. They may not be aware of helpful resources, even if they have been reassured that teachers, a local refugee center, or a school guidance counselor can provide assistance.

If students have been told about what to do about bullying, they still may not trust the resources. They may be uncomfortable around a counselor they have not met before, or a school-based police officer. They will need to get to know them in a non-threatening setting. And like most children, refugee students fear that there will be negative consequences from peers if they report the actions of another student — particularly if they have learned in their home country that reporting can lead to drastic reprisals.

As a result the refugee students can become depressed and lose confidence. They can be hurt every day and never say a word about it.

It is a challenge for educators to simultaneously reassure new refugee students that they are safe in their new school — and then introduce information about bullying. But knowledge about bullying provides refugee students with the power to do something about it so that they can comfortably adapt to their new lives in an American school.

## WHAT CAN BE DONE?

If refugee students are bullied, then school becomes yet another hostile environment that they have to experience.

- ❑ Be aware of warning signs.
- ❑ Tell refugees that bullying is an exception and not tolerated.
- ❑ Tell refugee students what bullying looks like - and that they do not deserve to be bullied.
- ❑ Recognize that bullying can be based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. Refugee students need the opportunity to talk about how they can maintain their cultural traditions and still feel comfortable in their school.
- ❑ Encourage refugee students to become involved in group activities, but stress that joining a gang is not considered a positive activity. (See Module 5 *So Much to Learn!* and Module 7 *Interest and Talents* for related activities.)
- ❑ Discuss with colleagues how refugee students can be informed and protected.
- ❑ Repeat anti-bullying messages in:
  - ◆ English instruction classes
  - ◆ School assemblies
  - ◆ Meetings with Refugee Resettlement Case Managers
  - ◆ Meetings with refugee families
  - ◆ Classroom presentations
  - ◆ Professional Development programs about refugees.
- ❑ Know the civil rights of refugees - and that bullying based on language or national origin is considered harassment.
- ❑ Establish systems for confidential reporting. Help refugee students identify a trusted adult in their lives.
- ❑ Reassure refugee students that authority figures are safe resources, including school police officers.
- ❑ Respond with sensitivity if a student reports bullying. Take it seriously, even if the incident seems minor.
- ❑ Strategize with the student and provide reassurance. If necessary, refer the student to a colleague who can advocate for the student and take steps to ensure they are safe.
- ❑ Discuss anti-bullying strategies that can be used before and after school with all refugee students.

## POSSIBLE WARNING SIGNS

There are many warning signs that could indicate that a student is experiencing bullying. Some of these signs are not obvious. Students are very good at hiding what is going on in their lives. Don't wait too long to look for patterns — trust your instincts if “something isn't right.”

Any of these signs could be indicators of adjustment to resettlement, problems in their personal lives, or bullying:

- damaged or missing clothing or other belongings
- lost items such as textbooks, electronics, clothing, jewelry
- unexplained injuries (or unbelievable explanations)
- complaints of headaches, stomachaches, or feeling sick
- trouble sleeping, frequent bad dreams
- changes in eating habits; very hungry after school because lunch was stolen
- less interest in friends and socializing
- fear of going to school or other activities
- less interest in schoolwork; grades slipping
- avoidance of specific places such as lockers or hallways
- hiding of text messages and computer activities

Some signs may not be as visible, but even one incident may be a clue to something more serious:

- appearing sad or anxious and trying to hide problems
- expressing concerns about measuring up
- feeling; expressing interest in becoming tougher
- making comments about suicide
- unusually angry
- starting to bully others

Bullying often happens to students who are considered “different” by their peers, especially if those students are withdrawn or anxious. Refugee students stand out because of their cultural background and language. They can be bullied because of the way that they dress, their family traditions, or simply because they are newcomers. Their insecurities can make them targets. Parents of refugee students may not be comfortable with the topic or know where to turn for help.

1. Establish a system for providing assistance to students if warning signs of bullying are detected.
2. Inform students how to recognize bullying and protect themselves.
3. Establish a system for students to safely report bullying.
4. Ask them to think about who could be a “trusted adult” they could confide in, should they see or experience bullying. Refugee students are often most comfortable with an English Language teacher, guidance counselor, or refugee center representative.

Sources: [stopbullying.gov](http://stopbullying.gov) • <http://www.bullyfree.com> • <http://kidshealth.org>

## Gangs

In some schools refugee students will have to face the very real possibility that they will be recruited to join a gang, or will at least be challenged by the presence of gangs in their school and neighborhood. Since refugee students are often anxious to be included in activities in American schools, and they want new friends, they can be tempted to participate in gang activity. In some cases, the refugee students do not realize that a gang is not a new “family,” even though they may feel protected by their fellow gang members. They may feel as if the gang looks out for them, they are making a contribution to a group that they are included in (even if the “contribution” may be harmful or illegal), and the gang membership gives them status in the school community. Their own refugee parents, or the relatives and guardians who supervise them, are often unaware of the significant pressures to join a gang, and have difficulty monitoring the activities of refugee children during and after school.

*Module 15* addresses the pressures on refugee students to participate in any activities that can be harmful to them. Because the level and type of gang activity is school-specific, this Module does not include activities specifically on the topic of gangs. In school districts where there is gang activity, the instructors should consult with school administrators and counselors, school and community law enforcement, and other community leaders to determine how to discuss the topic of gangs with the refugee students. Some districts have on-going programs or specialists in gang activities. Some schools invite ex-gang members, representatives from community groups and religious organizations, and other speakers to inform the students about the dangers of gangs and how to resist becoming involved in gang activity.

It is essential that instructors and Academic Coaches raise the topic of gangs with the refugee students so that they are informed, prepared to handle the pressures of joining a gang, and aware of the dangers of some gang activity. For example, they should know about gang symbols and methods of recruitment and communication.

Refugee students should know that supportive families provide protection without putting their children in harm’s way. Refugee students should know about alternative options so that gang activity does not become their source of socialization and after-school activity. Talk to students about positive resources in the community such as clubs, religious centers, after-school programs, sports, and programs that focus on the arts.



## **NEW YORK STATE DIGNITY FOR ALL STUDENTS ACT**

The New York State Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The Dignity Act took effect in July 2012.

All public elementary and secondary students have the right to attend school in a safe, welcoming, considerate and caring environment. The goal of the Dignity Act is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed. The Dignity Act relates to bullying because bullying is a form of harassment and discrimination.

Refugee students should benefit from the implementation of the Dignity Act because identified in the legislation are those who are subjected to intimidation or abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

The New York State Education Department has established statewide work groups to address local and state policy, curriculum and instruction, professional development, and outreach related to the Dignity Act.

For more information and instructional resources, see the New York State Education Department website dedicated to the implementation of the Dignity for All Students Act:  
<http://www.p12.nysed.gov/dignityact>

Information about the Dignity Act can also be found on the website of the New York State Center for School Safety.  
<http://nyscenterforschoolsafety.org/>

## WHEN BULLYING MAY BE A CIVIL RIGHTS VIOLATION

Schools that receive federal funding (including colleges and universities) are required by federal law to address discrimination on a number of different personal characteristics. The statutes the Department of Education's Office for Civil Rights (OCR) enforces include:

- ❑ Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin;
- ❑ Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex;
- ❑ Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

School districts may violate these civil rights statutes and the U.S. Department of Education's implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

While current law enforced by OCR do not protect against harassment based on religion or sexual orientation, they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as gender-based and sexual harassment of gay, lesbian, bisexual, and transgender individuals.

A school is responsible for addressing harassment incidents about which it knows or reasonably should have known.

- ❑ Participate in the webinar *Bullying and Civil rights: An Overview of School Districts' Federal Obligation to Respond to Harassment*
- ❑ Read the *Dear Colleague Letter* from Department of Education's Assistant Secretary for Civil Rights
- ❑ Read more about when bullying is discriminatory harassment
- ❑ Learn about the OCR civil rights complaint process.

*Sources:*  
[stopbullying.gov](http://stopbullying.gov)  
<http://www2.ed.gov>

## SHARE WITH STUDENTS

### ANTI-BULLYING STRATEGIES BEFORE AND AFTER SCHOOL

#### PLAN AHEAD

Never walk home alone, and try to have your hands free. Plan your route, including where you can go for safety. Stay alert – this is not the time to listen to your iPod.

If you see the bully coming, change your route immediately. Do not try to tough it out.

#### STAND TALL

If you are confronted, you may want to cry or yell back, but bullies are hoping for a reaction. Don't show emotions, hold your head up, and keep on walking.

If you are in danger of getting hurt, run. Throw something to distract the bully, if you can. There is no good reason why you should stay and fight, unless you are cornered and have to protect yourself. Get out of there.



#### PRACTICE CALM WORDS

If you are being bullied, it is usually best to say nothing at all to the bully. Move on. If you must respond, act as if you don't care, keep moving, and say these words calmly:

“Whatever.”

“You are wasting my time. I'm out of here.”

“If you say so.”

“I have more important things to do. See ya.”

#### DON'T GET PHYSICAL

Keep hands down, don't hit or kick unless you have to defend yourself — and only if you were physically attacked first. There is no good reason to stay and fight. Be smart and get out of there.

#### TELL A TRUSTED ADULT

Bullying can quickly get worse. If you see or experience bullying, talk to an adult. Think about who you would talk to if you ever need help.

If you are afraid that a bully will find out you told, then ask the adult to help you figure out what to do to protect yourself.

#### REPORT CYBERBULLYING

If bullying is online, don't respond. Keep the evidence and tell an adult immediately.

#### DON'T BULLY

Just because it happened to you doesn't mean that you should bully someone else. You know that it hurts to be bullied. Think about how you can help other kids to be safe.

## HERE'S WHAT I DID! TIPS FROM REFUGEE STUDENTS

- ❑ Soccer! I joined a team right away. I made friends and my team protects me. Find a sport or club that you can join. It may take time to feel comfortable, but you will be glad that you did it.
- ❑ I make sure that I wash every day and wear deodorant. My clothes are clean, my teeth are brushed, and I keep my head up and smile. Some kids are not sure how to talk to me at first but I make sure that I look friendly, and it works!
- ❑ I signed up for the school play. I had no idea what was going on at first, but I got to paint scenery and helped pull the curtain. I was busy and surrounded by other people, so I felt safe. It was fun!
- ❑ When I was being bullied I didn't want to tell anyone what was happening to me. It just kept getting worse. Finally I said something to my tutor. It was hard to do, but I'm safer now and the kid has stopped bullying me and other kids, too.
- ❑ My guidance counselor gave me a student "buddy" to show me around. I was nervous at first, but I always know that I can go to my buddy with questions. He helps me with my English and comes with me when I need to talk to teachers. The other kids like my buddy so they are nice to me, too. Ask for a buddy who can look out for you — it definitely works for me.
- ❑ I organized kids from the Refugee Center to walk home with me. It feels good to stick together. We change our route and our schedule so bullies can't wait for us.



## ANTI-BULLYING INSTRUCTIONAL RESOURCES

The following resources have been selected for educators to use when discussing the topic of bullying with refugee students. All of the resources have been screened for content and accessibility. Educators should still check to ensure that the content is relevant for students. In some cases, the website provides background information for educators and parents only. Websites that contain materials in languages other than English have been identified.

On occasion, a website will describe a schoolwide program consisting of publications, speakers, or assembly activities. Only those with a strong track record of success, particularly in addressing refugee students as targets, have been included in this list. Educators are advised to look at the *Bullying Prevention Resource Guide — Best Practices* for specific evidence-based guidelines on how to select and implement a schoolwide anti-bullying program.

<http://bullyingprevention.org/index.cfm/ID/2/Best-Practices/>

Another valuable source for screening school or districtwide programs is *Misdirections in Bullying Prevention and Intervention*, prepared by Stop Bullying Now! of the U.S. Department of Health and Human Services.

[http://www.education.com/reference/article/Ref\\_Misdirections/](http://www.education.com/reference/article/Ref_Misdirections/)

## NEW YORK STATE RESOURCES

The New York State Education Department has developed a clearinghouse dedicated to The Dignity Act, including a Fact Sheet, brochure, and slide show for educators.

<http://www.p12.nysed.gov/dignityact> • <http://www.facebook.com/dignityact>

The New York State Center for School Safety serves as a clearinghouse for schools, families, communities, and government agencies, and has a number of valuable resources for educators. The Please Stand Up! program for middle and high school students focuses on bystander behavior.

[www.nyscenterforschoolsafety.org](http://www.nyscenterforschoolsafety.org)

Individual classes and schools have developed their own anti-bullying instructional activities such as an excellent video created by the Glendaal Elementary School, Scotia-Glenville Central School District.

*How to Unmake a Bully*

<http://bit.ly/o2ev6o>

## **ABC's of Bullying**

[http://pathwayscourses.samhsa.gov/bully/bully\\_intro\\_pg1.htm](http://pathwayscourses.samhsa.gov/bully/bully_intro_pg1.htm)

- Online course for educators provided by the Substance Abuse and Mental Health Services Administration (SAMHSA)

## **Bully Free**

<http://www.bullyfree.com3>

- Districtwide anti-bullying program
- Contains a series of “tip sheets” for bullied students and other free resources
- Products such as curriculum, lesson plans (K-12), books, posters, bulletin board ideas available
- Good-Bye Bully Machine picture book available for engaging young students and reluctant readers in a story about dismantling an imposing bullying machine

## **Bully Police**

[www.bullypolice.org](http://www.bullypolice.org)

- Grassroots watchdog organization started by parents
- Contains review of NYS legislation pertaining to bullying in schools
- Provides information about the Bully Police Squad (speakers, videos)
- Contains anti-bullying videos (should be screened)

## **Bully Project**

- Documentary feature-length film available on the Bully Project website (<http://thebullyproject.com/>)
- Screening necessary because of the realistic nature of the stories

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## **Bully-Proofing Your School (BPYS)**

<http://www.schoolengagement.org>

- ❑ Created by the National Center for School Engagement, the comprehensive BPYS program focuses on school climate, bystander behavior, and creating caring school communities.

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## **Bullycide in America**

<http://www.bullycide.org/CurriculumGuide.html>

- ❑ Guide for educators containing key points, sharing of personal experiences, and classroom discussions based on individual real-life stories
- ❑ Contains music video for students on bullying and suicide prevention

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## **Bullying. No Way!**

<http://www.bullyingnoway.com.au/ideasbox/schools/>

- ❑ Australian program for safe and inclusive schooling for refugee students that stresses a gradual inclusion policy, schoolwide awareness projects, buddy systems, and community partnerships — well-recognized model for school districts

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## **Bullying Prevention Curriculum**

<http://dpi.wi.gov/sspw/pdf/bullyingprogram.pdf>

- ❑ Created by the State of Wisconsin Department of Public Instruction for grades 3-5 and 6-8
- ❑ Particularly useful because up-to-date issues in cyberbullying and multicultural issues are included

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## **Bullying: We Can All Help Stop It**

<http://www.edu.gov.on.ca/eng/parents/bullying.pdf>

- Publications available in 22 languages that educators can share with parents
- Prepared by the Ontario, Canada Ministry of Education — a useful tool for teachers and administrators

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## **Bullying.org**

[www.bullying.org](http://www.bullying.org)

- Website contains an extensive list of resources contributed by groups all over the world
- Lesson plans, videos, handouts, speakers, school programs, etc. are in the section “Helpful Resources”

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## **Challenge Day**

<http://www.challengeday.org/mtv/>

- A compelling experiential program for teens as shown on MTV’s docu-series *If You Really Knew Me*
- Website contains outstanding videos geared to teens that show how the program works and firsthand observation of student participants
- A discussion guide is also on the website

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## **Cyberbullying**

<http://www.bullying.co.uk/advice/stay-cyber-safe-our-advice-and-tips-0>

- Excellent internet safety tips from a website developed in the United Kingdom, relevant to all students
- This site also includes advice for someone being bullied on Facebook or by cell phone.

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## Cyberbullying Research Center

<http://www.cyberbullying.us>

- ❑ Provides up-to-date information on the extent, causes, and consequences of cyberbullying among adolescents
- ❑ Contains Bullying and Cyberbullying Laws Fact Sheet; Identification, Prevention, and Response Fact Sheet
- ❑ Background information for educators on cell phones in school, sexting, partnering with parents, and student anti-bullying efforts, as well as current events in the topic of cyberbullying; keynote presentations and staff development programs provided

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## Don't Laugh at Me (DLAM)

<http://www.operationrespect.org>

- ❑ Created by Peter Yarrow (of the folk group Peter, Paul, and Mary) for dissemination to educators, DLAM resources consist of music, videos, assemblies, and free curriculum guides.
- ❑ Information about professional development workshops is provided in the Operation Respect website.

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## Eyes on Bullying

<http://www.eyesonbullying.org/pdfs/toolkit.pdf>

- ❑ Excellent free downloadable toolkit for educators on preventing bullying aimed at young children
- ❑ Includes thorough background information as well as activities and tips for students (including an excellent page on bullying actions and victim responses)

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### **MARC Curricula and Games**

<http://webhost.bridgew.edu/marc/index.html>

- ❑ The Massachusetts Aggression Reduction Center provides programs and curricula on bullying prevention, cyberbullying, and school violence

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### **NY Times Topics**

<http://learning.blogs.nytimes.com/2011/04/13/reader-idea-a-student-driven-bullying-curriculum/>

- ❑ Using articles in the New York Times, a middle school teacher has created a successful student-run anti-bullying curriculum.

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### **One World-Our World**

<http://www.1wow.org/>

- ❑ Educational kit and assembly opportunity focusing on multi-cultural appreciation and conflict resolution
  - Prepared and presented by former Peace Corps volunteers
  - Includes follow-up classroom activities and instructional materials

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### **Out on a Limb – A Guide to Getting Along**

- ❑ Basic introduction to conflict prevention and resolution for grades 2-4 or ESL
  - Interactive video with audio designed for young students
  - Handout entitled “The World in My Eyes” and activity on perceptions
  - Prepared by the University of Illinois Extension
  - Available on a CD

## **PACER's National Bullying Prevention Center**

<http://www.pacer.org/bullying/resources>

- Created by parents of children with disabilities, the PACER website is loaded with free classroom toolkits, information handouts, and educational activities related to bullying
- Spanish and Somali translations

## **Refugee Children in the U.S. Schools Toolkit**

- A series of toolkits created by BRYCS (Bridging Refugee Youth & Children's Services)
- Includes Tool 4: Refugee and Immigrant Youth and Bullying in School, with information about causes of bullying, the impact of school demographics and climate, newcomers as targets (including bullying by other refugee students, cultural considerations, and best practices)
- An essential tool for all educators, not just those working directly with refugee students

## **Safe School Ambassadors**

<http://www.community-matters.org/>

- School climate assessment tool
- Safe School Ambassadors program guide, created by Community Matters, an organization designed to stop school bullying and violence and empower young people to be effective peacemakers. (Profiled on The Today Show)

## **Savvy Cyber Kids**

[www.savvycyberkids.org](http://www.savvycyberkids.org)

- Organization dedicated to educating young children about safety on the internet
- Contains publications, including a cyber bully awareness, prevention, and response curriculum targeted toward pre-school and primary level entitled *Cyber Kids at Home: The Defeat of the Cyber Bully*
- Activity sheets available for downloading

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## Steps to Respect

<http://www.cfchildren.org/>

- ❑ The Steps to Respect Bullying Prevention Program developed by the Committee for Children
- ❑ Contains sample lessons, including excellent activities about bystanders and taking responsibility
- ❑ Webinars also offered for educators

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## Stop Bullying

[stopbullying.gov](http://stopbullying.gov)

- ❑ Sections for Kids, Teens, Young Adults, Parents, Educators, Community
  - What is Bullying?
  - Recognize the Warning Signs/Risk Factors
  - How Do I Get Help?
  - When Bullying May Become a Civil Rights Violation
  - Cyberbullying (online and texting)
  - Includes webisodes for students

- ❑ Contains a Youth Leader's Toolkit: Stop Bullying Now – Take a Stand, Lend a Hand

[http://www.stopbullying.gov/teens/stand\\_against\\_bullying/youth\\_leader\\_toolkit.pdf](http://www.stopbullying.gov/teens/stand_against_bullying/youth_leader_toolkit.pdf)

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## Stories of Us

<http://www.storiesofus.com>

- ❑ Audios and videos that are very realistic, showing how students bully each other, often in the guise of teasing and “joking around”
- ❑ Describes the Promoting Positive Peer Relationships program with curriculum resources

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## **Taking the Bully by the Horns!**

<http://kathynoll.wordpress.com>

- Award-winning book and workbook for children and instructors with practical strategies and role-playing activities
- Workshops and videos available

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## **Teens Health: Dealing With Bullying**

[http://kidshealth.org/teen/your\\_mind/problems/bullies.html](http://kidshealth.org/teen/your_mind/problems/bullies.html)

- Background information on bullying
- Bullying survival tips
  - What If You're the Bully?
  - Steps to Stop Bullying in Schools
  - Surviving Cyberbullying
  - How Can I Stop Bullying?
- Spanish version provided
- Audio of articles provided
- Links to additional sites – click on Who Can Help?

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## **The Unity Project**

<http://www.unityproject.org>

- A resilience learning project that partners with after school programs for middle and high school students
- Focus is on empowering youth to transform challenges into opportunities for personal growth and united action
- Students form Action Teams to make changes in their schools

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## **US Department of Education – Office for Civil Rights**

<http://ww2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>

- ❑ Detailed description of Civil Rights legislation pertaining to school district responsibilities

# ACTIVITIES

## **ACTIVITY #1: HERE'S WHAT I DID!**

**Grades 6-8, 9-12 (45 minutes)**

### **In this activity:**

Refugee students will learn about the possibility of bullying.

Emphasis should be on students getting involved in activities that keep students busy, help them to make friends, and are supervised by adults. The activity should be more about safety than bullying.

- Instructors should explain to students that there may be a student or group of students who are mean to other students. They may want to frighten or even hurt someone who is new or different. Explain that it is wrong.
- Show Handout 15-12: *Bully* if students need a visual image of what is meant by a “bully”.
- Immediately distribute Handout 15-13: *Friends!* Discuss that students will have a lot of new friends. To meet people they should try the activities on Handout #14 – *Here's What I Did!*
- Read the quotes on the next page aloud to the students. For each picture on Handout #14, provide information about:
  - why the suggestion is a good way to meet friends and keep bullies away
  - how the suggestion could be implemented in the local school and community
- The instructor should help students to decide what they personally would like to do to get involved in activities and meet new friends.

# ACTIVITIES

## ACTIVITY #2: HOW TO SAY NO

Grades K-5, 6-8, 9-12 (45 minutes)

### In this activity:



Refugee students will practice 12 ways to say **no** when they are approached by other students and pressured to participate in an activity that is unhealthy or dangerous.

The instructors will have to determine how much detail should be provided to the students about drugs, alcohol, and cigarettes. Some students may need to know the specifics about what various drugs look like, how they are sold, and when the students may be approached by other students and drug dealers. This information should be taught by experts who have experience sharing this information with students. Other students, particularly young students, may just need to know that they should not accept or purchase anything from another student or adult unless they have permission from a known and trusted adult.

The activity also introduces the topic of students who tease, harass, or bully refugee students. Again, the concept should be introduced so that students are aware of the possibility of bullying behavior, but the instructors should determine the level of detail that should be provided. If there is a history of mistreatment of refugee students at the school, then more information should be provided about how refugee students can protect themselves. If the problem does not occur often, refugee students should still be aware of what bullying is (so that they do not think that it is normal and acceptable behavior) and how they can say **no** to students who treat them badly.

The instructors should consult with the Academic Coaches, school administration, and other adults who are familiar with the refugee students to determine how much detail should be covered in this Module. However, all students, regardless of their age or experience in American schools, should learn many different ways to say “no” when they do not want to take part in an activity that is unsafe. The refugee students may have to draw on the strategies in this activity, and they should be prepared.

- Distribute the Handout 15-1: *Zero Tolerance*

The instructor should discuss each item on the handout, explaining that the pictures show examples of items and activities that are not allowed on school grounds and can be harmful or dangerous to the students.

If it has been determined that it is appropriate to provide more details, then the instructor may invite counselors, law enforcement officials, and school social workers to share more information. Examples of drugs, different forms of alcohol, how drugs and alcohol can be mixed with other substances, and other visual examples may be provided.

The illustrations on the Handout 15-1: *Zero Tolerance* represent:

**Row 1:** Drugs or alcohol, including prescription medications

**Row 2:** Cigarettes, knives, guns and other weapons, including items fashioned to be weapons

**Row 3:** Hunting knives and toys that are used for recreational activities, but are not allowed on school grounds

**Row 4:** Threatening or harassing notes, graffiti and other forms of vandalism

- Distribute the Handout 15-2: *No Bullies Allowed*

After presenting the information on the Handout 15-1: *Zero Tolerance*, the instructor should discuss the term “bully” and explain how refugee students may encounter bullies. The picture at the top of the handout shows an example of an older student physically threatening a younger student, but it is important for students to know that bullying comes in many forms.

The rest of the pictures on the handout represent what student relationships should be like in school. Positive relationships involve sharing, working together, enjoying each other’s company, feeling comfortable and relaxed, and helping each other out.

- *Throughout the activities in Module 15, it is essential that the instructors emphasize that most of the students in the school will be supportive and friendly.* It may take awhile for refugee students to feel completely comfortable around other students, but the instructors should stress that if refugee students are *afraid* around other students then they may be experiencing pressure from peers who mean to do them harm, including teasing, harassment, or bullying.

The instructor should explain:

**Teasing** comes in the form of comments in front of others; mocking student dress or language; remarks that may not be overheard; or imitating student behavior.

**Harassment** is constant teasing, sometimes escalating to physical abuse such as pushing, threatening, following students, or ridiculing and calling attention to a refugee student as a source of amusement.

**Bullying** is when a student is exposed, repeatedly and over time, to negative actions on the part of one or more students, with an imbalance of power, intent to do harm, threat of further aggression, and intimidation resulting in fear. Bullying can be physical, verbal, social, indirect, or clear and direct.

It is not necessary for instructors to focus on knowing the definitions of the terms, but it is necessary to show that mistreatment of refugee students can appear in different forms. As instructors provide the above definitions, they should give specific examples of how bullying might occur in the hallways, restrooms, and before and after school. Instructors may wish to demonstrate what bullying looks like by role-playing (with adults as the actors).

Examples demonstrated can be:

- Pushing, knocking against a student in the hallway
- Taking books, backpacks, lunch cards, and other personal items
- Taunting a student who is trying to find a seat in a classroom or cafeteria
- Following a student or getting in the student's way
- Physical abuse outside of school

For older students, the instructors can show how bullying and pressure to engage in dangerous activities might be combined. For example, a refugee student may be bullied to try alcohol, hide or deliver drugs, or hand over money, electronics, backpacks, sneakers, or other personal items.

Some refugee students may have already experienced teasing, bullying and pressure to participate in harmful activities. They may volunteer information about their experiences, but until the instructor has determined that the students are comfortable with each other and the adults in the room, it is best to wait before asking students to share their personal experiences. Activity #6 of this Module focuses on how to share information with adults about witnessing or experiencing teasing, harassment, or bullying.

- The instructor should explain to the students that there are twelve ways to make it clear to other students that they will not participate in negative behavior and will not tolerate bullying. The students should be so familiar with the twelve ways that they can call on any one of the strategies if a situation arises.

## 12 Ways to Say NO!

1. Stay in groups with friends you can trust.
2. When you see trouble coming, walk in the opposite direction.
3. Be polite and say **no thanks** with confidence. Keep going towards a safe place.
4. Keep saying **no** and refuse the same way every time.
5. Change your route or your routine, as long as trusted adults know where you are.
6. Know about places of safety in school, such as classrooms, libraries, and the health office. Know about places of safety in the neighborhood, such as local stores, busy streets, and homes of friends.
7. Change the subject. Make it clear that you are not interested.
8. Give the “cold shoulder” and make a point of not socializing with students who pressure or tease, even if they may be nice at times, or are well liked by other students.
9. Avoid situations that may cause problems. Sometimes pressure to join in or the need to feel included can encourage participation in events that lead to harmful or illegal activities. Find something else to do.
10. Have a backup plan so that if a situation looks frightening, an alternative route has already been planned.
11. Stay calm, be firm, and do not encourage the behavior by reacting emotionally or arguing.
12. Get help from a trusted adult.

After reviewing and demonstrating the 12 strategies, the instructor should assist the refugee students in practicing each of the strategies.

The instructor may have to provide the refugee students with the phrases they can use, and practice them with the students. The phrases are important in case a point has to be made, but, in general, refugee students should refrain from talking and concentrate on moving away from negative situations. It is best to avoid a situation and not engage in a dialogue.

Suggestions for helpful phrases for refugee students to learn in English are:

- No thanks.
- Do not bother me again.
- Not interested.
- Not my thing.
- I told you before, leave me alone.

The instructor may have to discuss how to handle the most stressful hallways in the school, alternative routes home from school, and specific areas around the school that may be more dangerous than others. Activity #2 in this Module discusses how students can seek help.

The instructor, with the school district administration, should determine what to tell the refugee students so that they have a realistic picture, but are not intimidated or convinced that school is an unsafe place to be. Emphasis should always be on the importance of prevention, and on choosing to be friends with classmates who are friendly and helpful.

## ACTIVITIES

### **ACTIVITY #3: SAY SOMETHING – HOW STUDENTS CAN STOP BULLYING**

Grades K-5, 6-8, 9-12 (45 minutes)

#### **In this activity:**



Refugee students will learn about their role in stopping teasing and bullying.

This activity is based on the picture book **Say Something** by Peggy Moss (Tilbury House Publishers, Gardiner, Maine), winner of a Teachers' Choice Award from *Learning* magazine.

A young girl observes other students being teased, and although it bothers her, she does not do anything to stop the teasing. Then she has a personal experience that helps her understand how it feels to be teased, and she resolves to do something about it.

The book is appropriate for all ages, including middle and high school refugee students. At the conclusion of the book, there are suggestions for instructors about how to encourage students to step up and stop teasing.

Since refugee students can be teased by other students, the focus on Activity #2 of this Module is to encourage students to look out for one another and say something if they witness teasing. If the students feel that they can protect a fellow student, or can say something that will stop the teasing, they should speak up. If the situation is frightening, they should know how to get help from an adult. And if they are being teased, they should know how to speak up for themselves and get help if needed.

Instructors may want to differentiate between teasing and bullying. Activity #1 in this Module provides information on the definitions of teasing and bullying, but the primary difference is the aggressive nature of the teasing. Bullying consists of repeated and systematic harassment and attacks on others and can be carried out by individuals or groups. Bullying takes many forms, including:

- physical violence and attacks
- verbal taunts, name-calling and put-downs, sometimes based on ethnicity or gender
- threats and intimidation

- extortion or stealing of money and possessions
- exclusion from the peer group

Activity #1 in this Module covers the strategies that refugee students can use to say **no** to any activities that are harmful. In this activity, students reflect on how it feels to be teased, and what they can do about it to help themselves and their friends. Emphasis should always be on explaining to students that they should not tolerate anything that makes them feel uncomfortable or unsafe.

- To introduce the book discussion, the instructors should explain to the students that they are going to play a game that shows how one person can make a big difference in changing behavior. To carry out this activity, the students can either sit in a circle on the floor or move their desks so that they are connected in a square or circle. If the desks cannot be moved, it is still possible to conduct the activity with straight rows or clusters of desks, with some modifications.



The students should be told to tap quietly on the floor or on their desk, with their fingertips. Everyone in the class does it together. The instructor can let the students tap for about a minute, and then tell them to stop to listen to the rest of the directions.

The students should know that the point of the exercise is for one student to be able to get the tapping to stop.

A small but visible object selected by the teacher (tennis ball, eraser, paperback book, box of crayons) is to be passed around by the students, either to the student next to them, or to any other student in the room. The students can get up and move to pass the object to someone else.

While the object is being passed around, all of the students are quietly tapping.

The students should know that every participant should have a chance to receive the object, so students should pay attention to who has not had a chance, and then include them in the process of passing the object.

The instructor should explain to the students that every once in a while a student may receive the object and then suddenly hold it in the air. No one will tell the student to do this. The students can decide on their own whether they want to raise the object in the air.

That is the signal that the tapping should stop. The second the object goes in the air, all of the tapping should stop. Everyone sits quietly. The student with the object should wait about 15 seconds, and then continue passing the object around the room. When the passing begins again, the tapping starts up again. The students may want to stop frequently, or they may be hesitant to be the student who stops the tapping. The group may take a few minutes to understand the process, especially if the students are unwilling to raise the object in the air.

The instructor should be part of the activity and should make a point of raising the object in the air to get the tapping to stop, but should not verbally encourage the students to raise the object in the air.

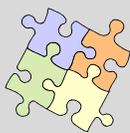
The instructor can continue the tapping exercise for 5-10 minutes, depending on whether the students seem to have grasped the process, and whether all students have had a chance to receive and pass the object.

- When the exercise is over, the instructor should point out how one student, making a personal decision, could stop the noise in the room. The instructor should ask:
  - *For those of you who raised the object in the air, what made you decide to do it?*
  - *For those who did not raise the object, why did you decide not to?*
  - *What did it feel like to be able to stop everyone from tapping?*
- The instructor should discuss how one person can make a big difference in changing the behavior of other people. In the exercise, the students were able to temporarily stop the tapping. In school, one student can have a big influence on stopping behaviors that can be annoying and uncomfortable.



The instructor can explain that the class is going to read a story about one girl who was able to stop behavior that everyone else ignored. She did not think that she had the power to make a difference, but by taking one small step on her own, she changed the school experience of another girl in school.

The instructor should read the book **Say Something** aloud to the group.



## Discussion Questions



After reading the book to the group, the instructor can discuss the following questions, pointing out that students who tease others are often looking for attention, or want to feel that they are important. The girl in the story did not necessarily challenge the students who tease, but she took a step to change the school experience of another student and ended up making a new friend.

*Why did the girl sit next to the girl who always sits alone?*

*What does it mean to be “picked on”?*

*How do you think some of the children felt in the story?*

*Why do you think that students tease and laugh at others?*

*What was done to the students in this story to make them feel bad?*

*Why did the girl in the story notice the children who were unhappy in school?*

*How is this story like the tapping game?*

- The instructor should show the pictures of the story again, without reading the words. The students should look for a picture that shows something that they have personally experienced.

The instructor should go through the book slowly, showing the pictures without reading the words, and then go back through the book and ask the students to tell which picture they identified with.

Each student may choose a different picture. They may choose a picture of a student who looks like them, or a picture of a student who is experiencing teasing. They may choose the picture of the girl sitting in the cafeteria, or the two girls laughing on the bus.

Ask the students to tell why they identified with the picture they selected. This process may be difficult for students if they are new to the school, if they are lonely or isolated, or are afraid to openly admit that they have been teased (or have teased other students). The instructor should invite each child to pick a picture and explain why they selected it, but not force the discussion.

The instructor should talk about how it feels to be teased, without asking for specifics from the students, and without identifying students who get teased in the school. Emphasis should be on how it feels to be teased, and how it feels to witness teasing.

The instructor should then ask the students:

- *Why is the name of this book **Say Something**?*



The students may not realize that the young girl in the story does not really tell anyone about the teasing, but her actions are her way of saying something. By sitting next to the girl on the bus she is announcing that she is not going to let anyone be treated badly, and she is going to befriend someone who needs support and friendship.

Some students will have already learned from their peers that it is risky to interfere with teasing or to report teasing to adults. Even befriending students who are being teased or bullied can be risky. If refugee students feel that befriending another student can cause more harm, then they need to discuss their concerns with an adult. Activity #3 provides information for the students on how to approach adults if they are concerned about their own welfare or the safety of another student.

- Repeat the tapping game, this time by passing around the book **Say Something**. Encourage students to raise the book in the air and say **Say Something** when they want to stop the tapping.

# ACTIVITIES

## **ACTIVITY #4: ACTIVITY FAIR**

**Grades 6-8, 9-12 (120 minutes)**

### **In this activity:**

Refugee students will learn about healthy and safe activities that they can become involved in so that they have a positive use of their time after school.

This activity builds on *Module 7: Interests and Talents* in the **Refugee Academy Curriculum**. In *Module 7* students become familiar with the clubs and extracurricular activities that are offered in the school, and they have a chance to think about their personal interests and talents.

In this activity, as part of *Module 15: Staying Safe*, the students will have a direct opportunity to engage in different activities so that they can feel comfortable becoming involved in after-school programs that are healthy and safe. The purpose of the activity is to encourage students to fill their after-school time with activities that are fun and rewarding, rather than unproductive and unsafe.



A number of “stations” will be set up in a large room, each station representing an activity that students might want to learn more about. The stations will be interactive and staffed by students who participate in the activity.

The purpose of the rotation is to expose refugee students to all of the programs that are available in the school and community, and to give them a chance to actually experience the activity.



*Note: This activity involves advance planning because the instructor needs to communicate with club leaders in the school, reach out to organizations in the community that offer after-school programs, and organize the Activity Fair.*

- For this activity, the instructor should reserve a classroom or large space such as a gymnasium or a stage that is big enough for several clubs and community groups to set up activity stations.

The refugee students will be rotating to the different stations. The size of the space will be determined by the number of stations and the number of refugee students.

- The instructor should gather a list of addresses, phone numbers, or e-mails of all of the organizations in the school and community that provide after-school activities. The list should contain the following:
  - School clubs
  - Religious organizations that offer youth groups, classes, and recreational programs
  - Cultural centers that offer dance classes, cooking lessons, and special events
  - Recreation centers such as the “Y” or Boys/Girls Clubs
  - Sports programs, sponsored by the school and local organizations
  - Karate and fitness centers
  - Music, dance and theater programs
  - Libraries or museums that offer special programs
  - Gardening groups
  - Volunteer organizations that clean up neighborhoods, tutor, or provide assistance in nursing homes, food banks, health care centers, and shelters
  - Mentoring programs



Each of the organizations should receive the Handout 15-3: *Join the Activity Fair!*. The instructor should follow up the mailing with a personal phone call, inviting the organizations to participate in the Activity Fair.

The organizations should be told that they are invited to send student representatives who will demonstrate what they do in the program and what uniforms or costumes they wear, and will provide information about how refugee students can join.

The student representatives should know that the refugee students will have minimal skills in English, so the stations should be self-explanatory, with easy activities and entertaining demonstrations. Since the refugee students will be rotating to several stations, all of the stations should have activities that are short.

- The Activity Fair can be set up in many different ways, depending on how elaborate the instructor wants to make the event. The stations can consist of tables, chairs, easels, and balloons, or it can simply be the student representatives standing together, demonstrating their activity and greeting refugee students.

The Activity Fair may have to be in a classroom with each station marked off by a student desk. Or the desks could be pushed to the side, and the student representatives will take turns involving the entire class or refugee students in a short activity.

The instructor is going to have to assess the time available for planning, the amount of space, the number of refugee students, and the number of organizations that have signed up to take part. Academic Coaches, school counselors, school club supervisors and other school leaders should be involved in recruiting organizations to participate in the Activity Fair.

No matter how the Activity Fair is set up, the following elements should always be included:

- A number of stations so that refugee students can move around and visit each one, or at least have the opportunity to hear a presentation from each organization
- The opportunity for students to engage in an activity at each station.

Suggestions are:

- Learning a dance step
- Trying out sports equipment
- Making a short and easy craft
- Using the tools of the trade, such as gardening or cooking tools, cameras
- Completing the forms for a library card
- Trying on a costume or part of a uniform
- Playing a game such as chess, a board game, or Frisbee
- A large manila envelope for refugee students to collect information at each station
- Information about the programs that the instructor can review with the students

- During the Activity Fair, the instructor, assisted by the Academic Coaches, translators, and other adults, should circulate to ensure that the refugee students are moving to all of the stations. The refugee students should not be forced to participate in the activities at each station, but they may need a little encouragement to try something new.

One of the essential elements of the Activity Fair is the interaction between the student representatives and the refugee students. The adults can certainly help with communication, but it is important that the student representatives encourage the refugee students to join them in future activities.

- After the Activity Fair, it is important for the instructor to review the information provided in the stations, and discuss what the refugee students need to do next to get involved in a new activity.

Since the purpose of the Activity Fair is to encourage students to use their after-school time in positive, productive ways, the instructor should expect the refugee students to identify one or two activities that are appealing to them. It may be difficult to get them to take the steps that are necessary for joining a new activity. The Academic Coaches can work with the students to help them enroll, find transportation, raise funds or waive fees, purchase uniforms and equipment, and feel comfortable the first time they attend a new activity. The leaders of the clubs and organizations should also be notified that they will have a new participant.



## Discussion Questions



*What station did you enjoy the most?*

*Did you learn anything new?*

*What activities would you like to try in the future?*

*What do you have to do to join the activities that interest you?*

*What questions do you have about joining?*

# ACTIVITIES

## **ACTIVITY #5: HOME ALONE**

**Grades 6-8, 9-12 (120 minutes)**

### **In this activity:**

Refugee students will have the opportunity to plan how they will use their time in a positive manner if they are home alone or supervising siblings after school.

Many refugee students are expected to go directly home after school and stay in their home or neighborhood. They may be responsible for siblings or elderly relatives, may have household responsibilities if the parents are working, or may live in neighborhoods where the parents prefer that the students stay indoors where it is safe. For some students, after-school activities are not possible because of transportation or expense, or simply because the students will arrive home when it is dark outside, and the parents are more comfortable if their children come straight home from school.

In this activity, the refugee students will be looking at how to use their time at home effectively. The instructor should be stressing the importance of having a plan on how to use the time productively and safely. Since so many children, particularly those in middle and high school, get involved in unsafe activities between 3:00 and 6:00 p.m., it is essential that refugee students know how to use that time wisely. Even those students involved in after-school activities will have school days when they are home alone.

- The instructor should begin by discussing how the students get home from school and what time they usually arrive at their homes. The following questions should be discussed:
  - *What is the first thing you want to do when you get home from school?*
  - *What time is it when you walk in the door of your home?*
  - *Is anyone else home with you?*
  - *Are you responsible for making sure that a brother or sister gets home safely?*
  - *Are you responsible for supervising a brother or sister when you get home?*
  - *Does an older brother or sister supervise you? Does that work out well?*

- The instructor can then pass out the two-page Handout 15-4 & 15-5: *Home Alone*, discussing each picture. The pictures show the options of how to spend time, as long as the use of time is balanced and homework is completed. The students can add more suggestions.

Discuss the following for each picture:

**(Sink)**

Students should be told that the very first thing they should do when they get home is wash their hands. This is good hygiene and prevents the spread of disease. They should make sure that they wash if they are going to handle food or play with younger children. They might consider washing a few dirty dishes, too!



**(Milk and crackers)**

The instructor should discuss the types of snacks that are healthy. Also discuss the best time to eat a snack so that there is still room for dinner. (Academic Coaches should be alert to homes that need food.)



**(Television)**

It is so easy for students to settle down in front of the television and stay there. They may prefer to do their homework in front of the television, or eat snacks while sitting on the couch. The instructor should talk about the importance of limiting television viewing to one show that they are permitted to watch. This guideline is extremely hard for students to follow, since their friends watch different shows and it is so tempting to settle in and watch one show after another. Encourage students to pick a show and build the rest of their schedule around it. Discuss with the students what they watch on television after school, and when they work on their homework.



**(Sending text messages, working on the computer)**

When students use the computer unsupervised they can wander on to websites, intentionally or unintentionally, that are not safe. *Module 11: Technology in the Schools* in the **Refugee Academy Curriculum** discusses the safe use of the computer.



Students should be aware of the importance of withholding personal information, the weaknesses of information storage, and how computers can be used to connect with children in unsafe ways. Some students will be curious to see websites that are inappropriate, or will be encouraged by peers to investigate websites that are not approved by adults. Their parents may not speak English and may be unaware of some of the dangers of computer use. It is essential that the instructor talk about the positive use of the computer for finishing homework, researching assignments, and connecting with friends.

State repeatedly that students should not communicate with someone they do not know and should not share personal information or photographs. This is a difficult message to get across, so it will have to be repeated several times.

### **(Listening to music)**

Students may have listening devices that allow them to play music. Instructors should remind the students that when they have headphones on they may not be able to hear their siblings, and they are closing off potential communication with family members. At times this may provide them the solitude that they need, but they should know when to take the headphones off. For many refugee students, listening to music is one of the best ways to connect with American culture and feel part of the group. It is also a means of connecting with personal heritage if students can listen to music from their native countries.



### **(Exercise)**

Some students may be permitted to go outside when they are home alone, so it is necessary for the instructors to discuss safety when playing in the neighborhood. The students should be forewarned about staying away from groups or locations that are unfamiliar or threatening. If they are approached and feel unsafe or uncomfortable, they may have to find another location (even if it is indoors) to get exercise. The instructor should discuss the types of exercise students can do in their own homes to stay healthy and fit and to work off stress from a demanding day at school. Exercise can also be done with siblings as a form of entertainment.



### **(Play with siblings)**

It is challenging for older brothers and sisters to supervise younger siblings. They may want to be with their friends, or simply left alone after a busy day at school. Many older students, however, are the babysitter for the family. The instructor should discuss the significance of their role in helping a younger child develop. Stress that a babysitter is a role model and often imitated. The older child should know how to interact with a younger sibling, how to set limits on interruptions and demands, how to engage in activities that are fun for all ages, and how to make sure that everyone is safe. The instructor may want to invite students to participate in a babysitting course (such as those conducted by the Red Cross) if there are a number of students who are responsible for their younger siblings.



### (Homework, hobbies, and research projects)

There are two pictures that show students working on homework, so that the instructor can point out that some homework should be done right away and other homework may have to be done later in the evening. In this activity, students will have the chance to plan when they can get their homework done.



### (Nap)

Some students may discover that they need time after school time to take a quick nap.



### (Book)

After school is the best time to read a few pages in a new book, even if the reading is not assigned by a teacher. The instructor should reassure students that they will eventually be able to read books in English. In the meantime, they should select books that have illustrations that appeal to them, and should check out books about their native country and about their life in America.



- The instructor should distribute the Handout 15-6: *Home Alone Safety Tips* and discuss each of the pictures. The students can add more safety tips. These tips are demonstrated by the pictures:
  - No cooking unless an adult has given permission.
  - Leave doors locked and do not open the door to a stranger.
  - Friends are allowed only with permission, and one friend is usually enough.
  - Always supervise younger children, especially when they are on the computer. Check on younger children often, even if they are just in the next room.
  - Plan a project that everyone can work on, or help younger students with their homework.
  - Call an adult to let them know that you have arrived home safely.

The instructor should also discuss how a student can make it easier for older students to supervise them. They should come home when they are supposed to and respect the privacy of the older child. If supervision consists of conflict rather than guidance, the student should talk to the parent or Academic Coach. Some older students resent the responsibility of taking care of a younger child, and need to know how to be an effective role model.

- After discussing the handouts, the instructor can help the students to plan their time after school. The students may have scheduled clubs and after school activities, but they will have school holidays, snow days, and other time off when they will be home alone. It is helpful if all of the students have already thought about the best use of their time when they are by themselves.

Emphasis should always be on the healthy and safe ways that students can spend their time after school. The instructor should remind the students of the possibility that their peers may pressure them to use their time to try drugs and alcohol, or other unsafe activities. Remind the students that if they have a busy schedule, they are less likely to get involved in activities that can do them harm.

The Handout 15-7: *After School* helps students to keep track of what they have accomplished after school every day. Distribute multiple copies of the handout to the students and ask them to check off or circle their after school activities every day for a week. The instructor or Academic Coach can review the handout and discuss with the students how they organized their time, and what they were able to accomplish.

It may be discovered that students are spending a great deal of time on homework, or they may be overwhelmed with the responsibilities of supervising siblings and household chores. Discussion of the handout is an opportunity to find out how the students are spending their time after school, and if intervention by the Academic Coach or counselors is necessary.

All three handouts can also be used in meetings with parents, so that the school is partners with the parents in monitoring the after school activities of the refugee students.

# ACTIVITIES

## **ACTIVITY #6: IS SOMEONE BEING HURT?**

**Grades K-5, 6-8, 9-12 (60 minutes)**

### **In this activity:**

Refugee students will learn about how to identify trusted adults, how to approach them for assistance, and when it might be necessary to speak up.

Refugee students learn that if someone is being hurt physically or emotionally, the students can take care of themselves and others by connecting with a trusted adult.

The key to this activity is to help students understand that they should ask themselves one question when they observe or experience teasing, harassment, pressure to participate in harmful activities, or bullying. This is the question:

*Is someone being hurt?*

Instructors can encourage students to trust their feelings when they are uncomfortable or frightened at how they (or other students) are being treated. If their instinct is that someone is being hurt emotionally or physically, then they need to consult with a trusted adult.

Unfortunately, the pressure to stay quiet and look the other way is powerful, and refugee students quickly figure out that if they tell an adult about what they have witnessed, they can be targeted for harassment by their peers. They may also feel that it is necessary to chime in as a bystander, so that they do not antagonize the bullies.

In Activity #1 of this Module, the students learn about 12 ways to *say no* to harmful activities and the importance of not perpetuating them. The instructor should review the information in Activity #1 with the students, so that the students have already prepared themselves to face difficult situations.

In this activity, four laminated pictures are needed for the teacher to display. Copies of the pictures are also included in the Handouts (Section C), should the teacher wish to reproduce the pictures as handouts. They can be used with any age group.

- Instructors should display the picture **Feeling Hurt** (Handout 15-8) and discuss what it feels like to be sad and afraid in school. Discuss the importance of personally asking the question, **Is someone being hurt?** when witnessing teasing or bullying in school.

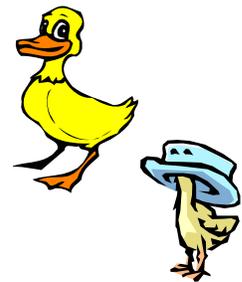
The following additional questions should be discussed:

- ? *How do you think this duck feels?*
- ? *How do you know?*
- ? *Where is the duck?*
- ? *Why would someone feel sad in school?*
- ? *If someone is being teased or bullied, how would they look?*



- Instructors should then display the picture **Hiding Hurt** (Handout 15-9) and discuss how some students may be emotionally distraught, but hide their feelings. The following questions should be discussed:

- ? *Can you always tell when someone is sad or afraid?*
- ? *Why would someone hide their feelings in school?*
- ? *What would be some clues that someone is hiding their feelings?*



Instructors should point out clues, such as students missing school, sitting alone, not interacting with friends, ignoring schoolwork, and not participating in school events.

At the same time, instructors should point out that some students are very good at hiding their feelings. They work hard, participate in school activities, and get good grades, but they are hurting and not telling anyone.

Instructors should recognize that they may be describing students in the room, so it is important to look for students who either respond positively to the topic and need to share how they feel, or for students who seem particularly uncomfortable with discussing their feelings.

- The instructor should then display the picture **Landing** (Handout 15-10). In this picture, the duck is looking for a safe place to land.

The instructor should discuss how there are places to go for help in schools and in the community. The students just need to be able to identify a safe place to land.



The instructor should identify adults in the room such as Academic Coaches who can help students who are sad or afraid. There are additional adults who can be trusted, but since refugee students will not know who they can trust until they actually meet adults who can be supportive and respectful, the instructors should invite school police officers, guidance counselors, ESL teachers, and other adults who are readily available in the schools to personally meet the students.

The instructor can also invite representatives from the local community, including law enforcement, religious officials, community-based agency staff (e.g., Boys and Girls Club coaches) and health workers. The purpose of the invitation is to facilitate a connection so that students will see a familiar face of a person who can be trusted if the students need help in the future.

The instructor should emphasize that any teacher can be a source of support. Ask the refugee students to think about a teacher they enjoy and encourage them to approach that teacher if they need help.

The students should be told how they approach adults in school, when the adults are available to help, and what will happen when they tell an adult about what they have observed or what they are feeling.

It is especially important to tell the students that adults may have to take steps to rectify a situation, especially if the activity is illegal and/or someone is being hurt. Adults may provide guidance and support, but they may also have to formally report incidents.

The instructor should be prepared to explain how confidentiality is handled in the school. Confidentiality is very important and adults will do what they can to be discreet and protect the students, but they may have to consult with other adults to solve the problem. In other words, full confidentiality may not be possible.

The following information should be explained:

? *How to decide if an adult needs to be told*

- Remind students to ask, *is someone being hurt?*

? *How to approach an adult to get help*

- Discuss the best times to approach adults, and, if necessary, how to approach adults without other students knowing.

- ? *Where the adults are located and when they are available*
- Discuss how students can walk in to offices or make appointments, and how they can take advantage of tutoring sessions and meetings with counselors and Academic Coaches to bring up concerns. They may be able to approach teachers before and after class, or after school. If students can e-mail their teachers, inform them how they can ask for help without describing the problem in the e-mail.

- ? *What words to use when telling how a student is getting hurt*
- Students may need to know how to say *I need help* or *can you help me with a problem?*

- ? *How to talk to an adult even if other students say **don't tell anyone.***

- It is critical that refugee students understand that even if they are told not to tell about what they have experienced or observed, even if they or their loved ones are threatened, there are safe ways to inform adults and get help. This topic is particularly sensitive when students are well aware of the repercussions of being called a “snitch” and reporting on their peers.

They are also aware that many students will *not* tell and they may be alone in reporting a problem. Instructors may need experts in bullying, gangs, or counseling to talk to the students about the importance of protecting themselves and their peers by informing adults about problems.

If students feel that adults already know about the problem, they should still inform the adults about their own experiences, particularly if they are pressured to participate in a harmful activity. The adults can provide guidance and support, and will look out for students who are trying not to get involved in negative activity.

- Instructors should then display the picture **Looking Out** (Handout 15-11) to reinforce that there are adults who are looking out for them. Emphasize that adults want students to be happy and safe in school, and need students to help them in achieving this goal.





## JOURNAL TOPIC

Grades K-5, 6-8, 9-12

Who will I talk to if it is really hard to say **no** to things that are not good for me?

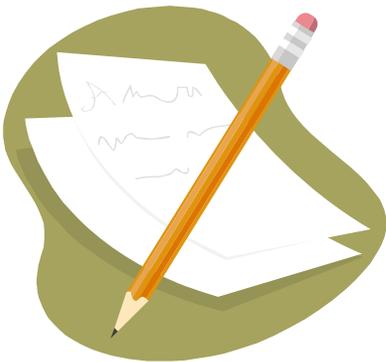
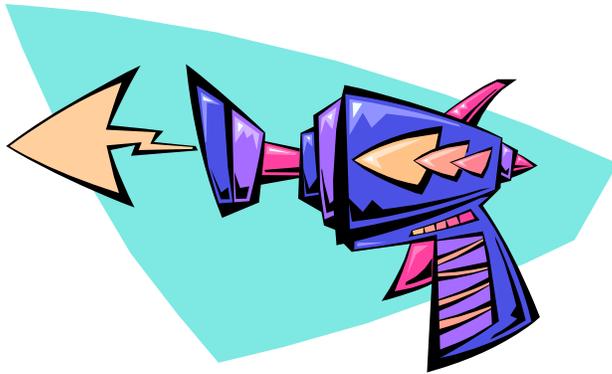
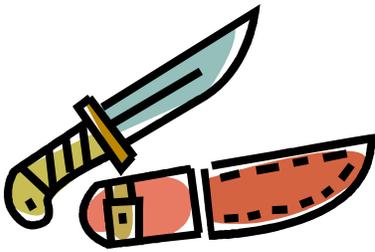
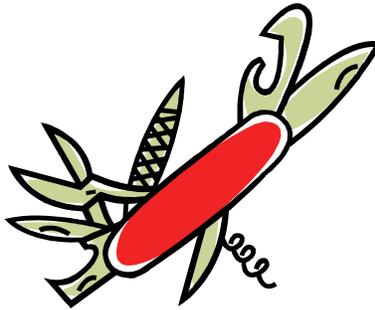
What will I say?



## SUGGESTED ADDITIONAL ACTIVITIES

- Visit after-school activities so that students can experience them first-hand. Invite parents and assist them as students sign up for new programs.
- Contact local agencies that can provide uniforms, costumes, and equipment so that students can comfortably enroll in after-school programs.
- Assign club mentors to refugee students who are interested in joining a school club.
- Teach students non-aggressive self-defense tactics, including how to send messages of confidence.
- Implement the activities in the **Mini-Academy Curriculum** that stress the importance of refugee students relying on each other and protecting peers from harm.
- Arrange individual meetings for each refugee student with school personnel who can be a “trusted adult” for future consultation.
- Guide students in creating posters for the school that depict the importance of treating others with kindness and respect. The posters can show the following phrases with a drawing illustrating how it feels to be bullied or harassed:
  - Don’t laugh at me
  - Respect me

- Kindness gets kindness back
  - We are ALL different
  - Don't hurt me
  - It hurts when you are mean
  - Lift me up – don't put me down
- 
- Create papier-mâché masks that depict the feelings of students when they are treated well and when they are mad or sad. Display the masks with an explanation: *This is how I feel when you hurt me, or This is how I feel when you are nice to me.*
  - Order the free One World Poster Set from [www.tolerance.org](http://www.tolerance.org) featuring artwork and text from *Teaching Tolerance* magazine. The posters contain vocabulary words that will have to be translated or defined, but the messages related to tolerance of diversity are appropriate for all students in all classrooms.







# Join the Activity Fair!

Would you like to  
**help us inform refugee students**  
about your programs?

**We are having an Activity Fair**  
so that new refugee students can learn about  
after-school activities.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Several community and school organizations will be represented at stations, which students will be able to visit as they rotate around the room.

## **Please send to your station:**

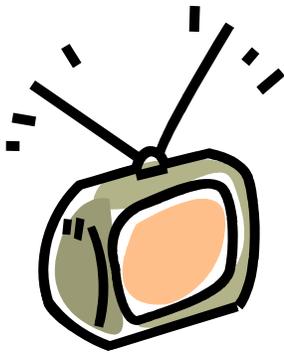
1. Students who participate in your programs, dressed in uniforms or costumes. The students will be expected to demonstrate activities, provide information about the programs, and encourage refugee students to join.
2. A short, easy activity that refugee students can try, such as dance steps, a quick craft, a basketball to bounce, a musical instrument, or a game to play.
3. Information about the programs, including schedules, fees, location and transportation, and contact numbers.
4. A sign-up sheet so that interested students can be contacted after the Activity Fair.

**Interested? Please Call**

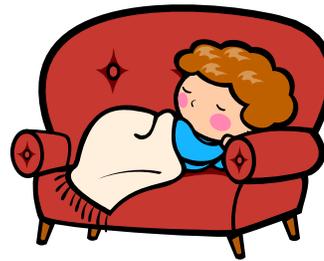
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Handout 15-3: Join the Activity Fair!

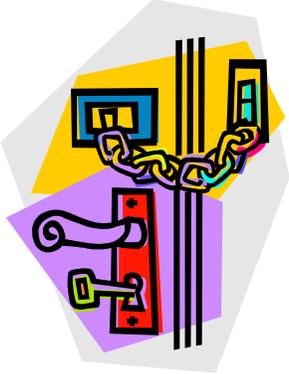
# HOME ALONE



# HOME ALONE



# HOME ALONE SAFETY TIPS

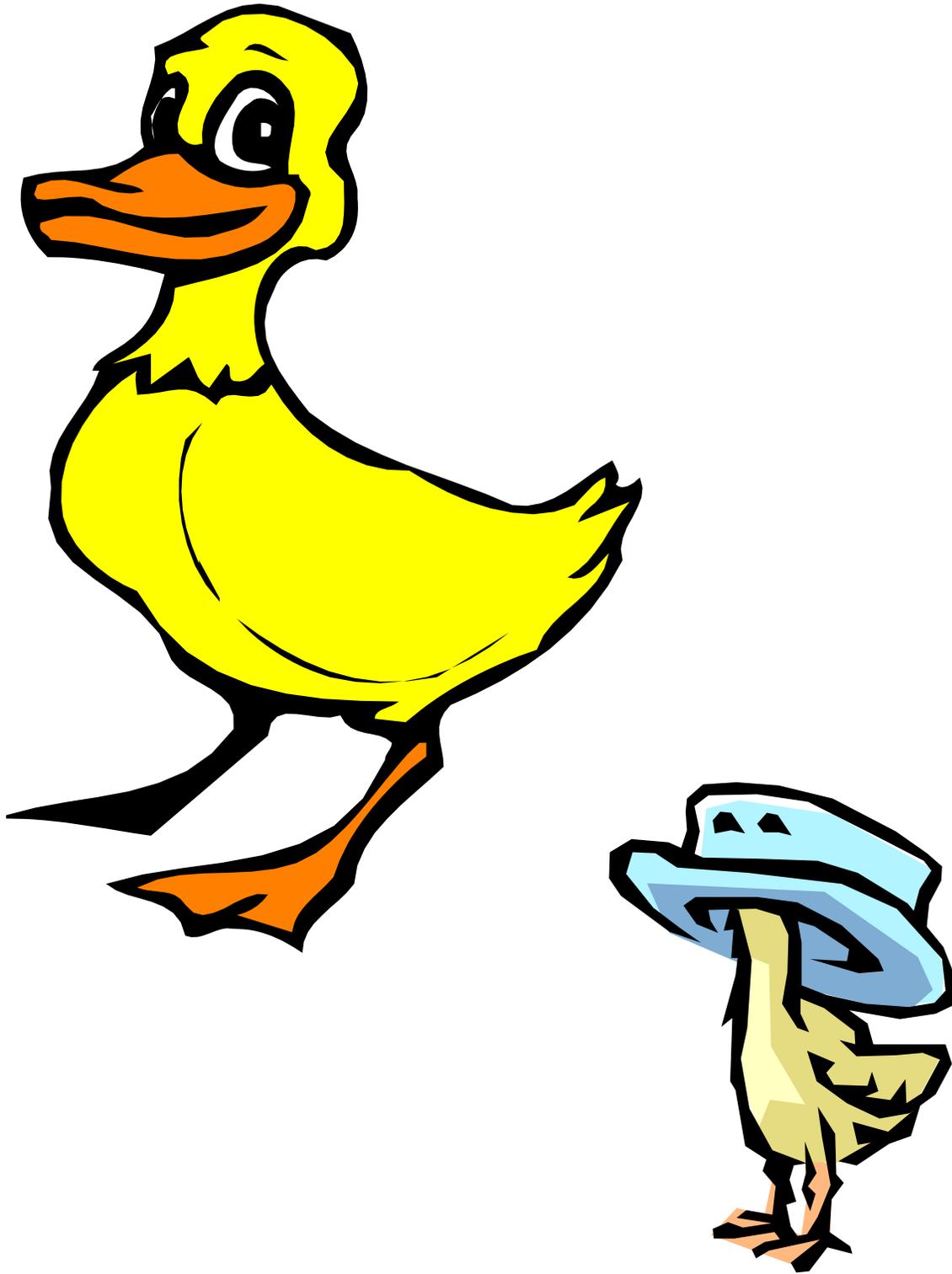
	
	
	

# AFTER SCHOOL

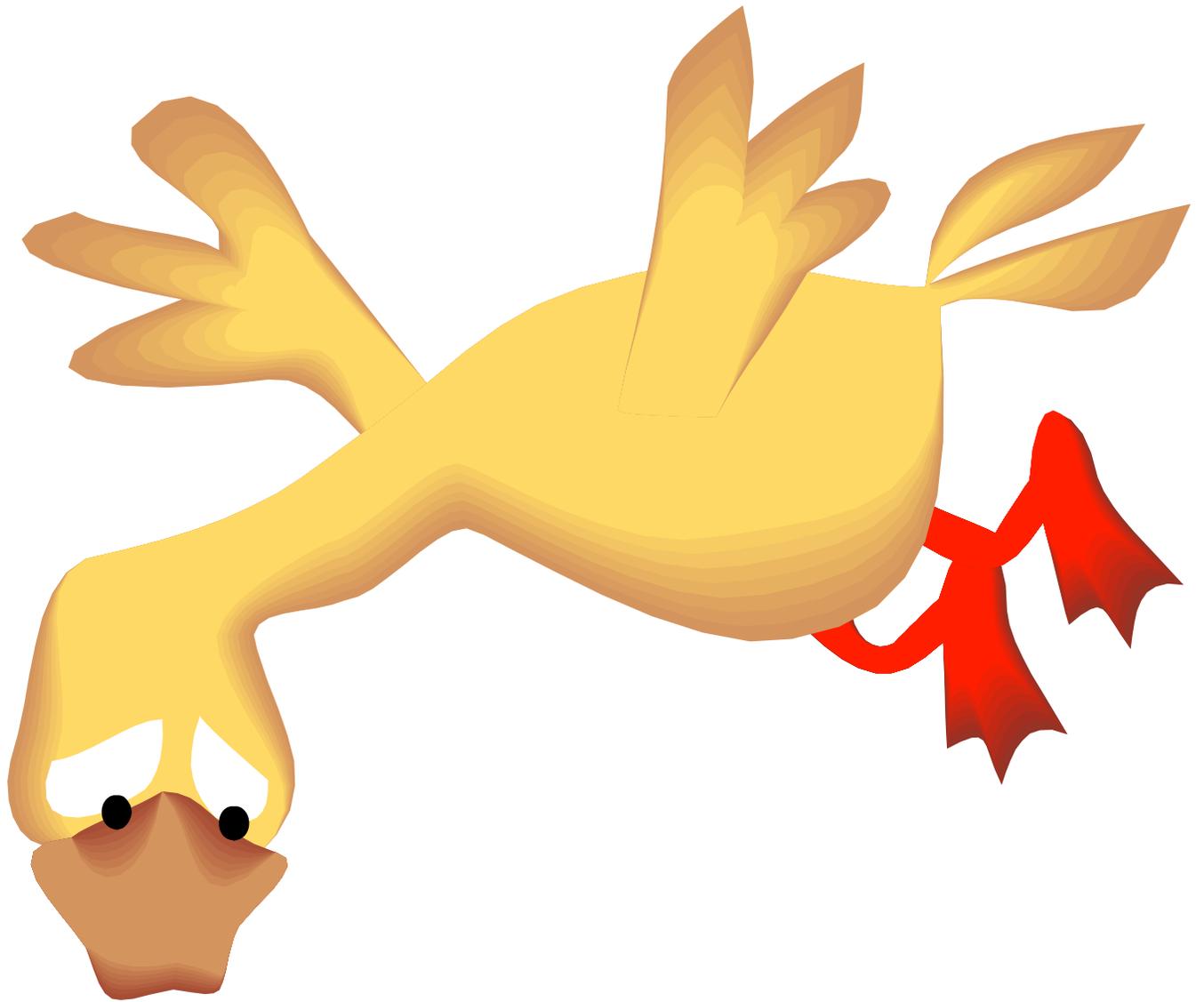
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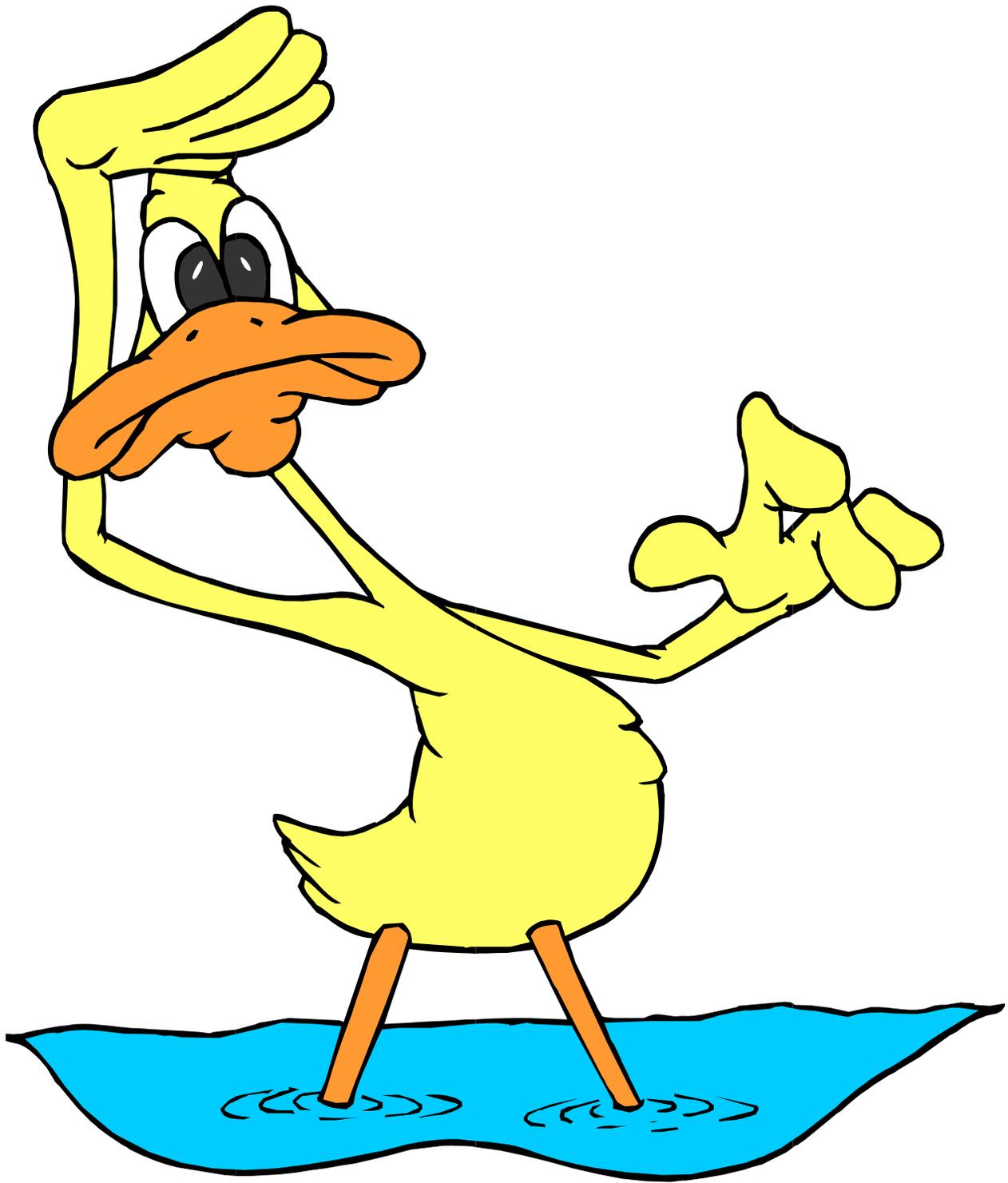
Handout 15-8: Feeling Hurt



Handout 15-9: Hiding Hurt



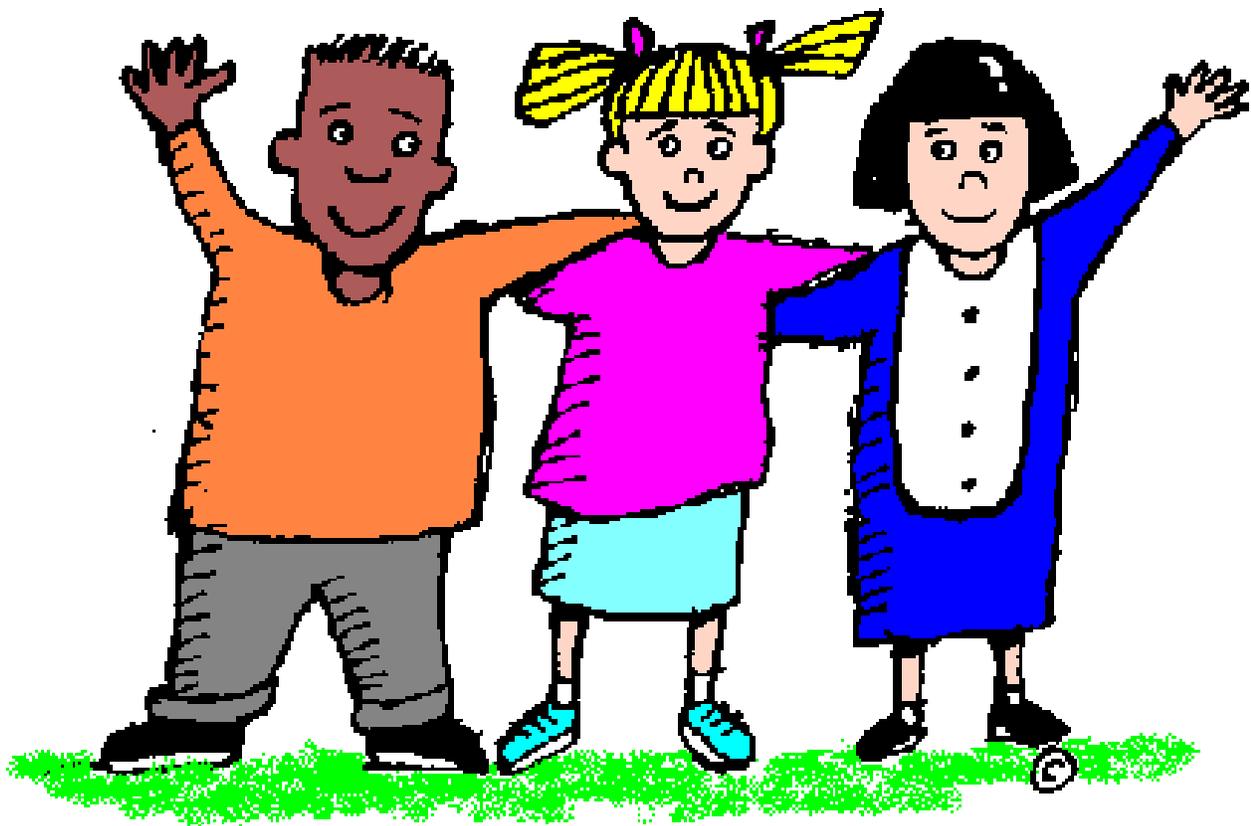
Handout 15-10: Landing



Handout 15-11: Looking Out



Handout 15-12: Bully!



Handout 15-13: Friends!



Handout 15-14—Here's What I Did!